THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 538 - Culturally Relevant Practice with Diverse Populations
(007) WED
3 credit hours
Spring, 2016

Instructor: Mary Rogge, BSW, MSW, PhD  Email: mrogge@utk.edu
Section: Section 007
Class Times: Mon. 12:20 – 3:20 p.m.
Class Room: Henson Hall Rm 322
Office hours: T & Th 9:45 – 11 a.m.
(Others by appt.)

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical
Academic and Professional Conduct Code that is in the College of Social Work MSSW
Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an
atmosphere of intellectual integrity and academic honesty. As a student of the
University, I pledge that I will neither knowingly give nor receive any inappropriate
assistance in academic work, thus affirming my own personal commitment to honor and
integrity. (Hilltopics).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good
manners, graciousness, cordiality, affability, amiability and courteousness. Civility
enhances academic freedom and integrity, and is a prerequisite to the free exchange of
ideas and knowledge in the learning community. Our community consists of students,
faculty, staff, alumni, and campus visitors. Community members affect each other’s well-
being and have a shared interest in creating and sustaining an environment where all
community members and their points of view are valued and respected. Affirming the
value of each member of the university community, the campus asks that all its
members adhere to the principles of civility and community adopted by the campus:
http://civility.utk.edu/

Disability
If you need course adaptations or accommodations because of a documented disability
or if you have emergency information to share, please contact The University of
Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will
ensure that you are properly registered for services.

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all
people. In accordance with the U.S. National Association of Social Workers (NASW) and
the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement),
“the dimensions of diversity are understood as the intersectionality of multiple factors
including” age, class, color, culture, mental or physical disability and ability, ethnicity,
gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**Course Description**

This is a required foundation course. This course provides in-depth study of evidence informed and evidenced-based practice models with at-risk populations. Assessment and interventions focus on individuals, groups, families, and communities.

**Course Rationale**

This is a 3 credit course that builds on the foundation introductory practice course in applying generalist practice to complex social problems and issues. Knowledge, values, and skills in advocacy and evidence-based intervention methods for practice with individuals, small groups, and families, and communities are essential to influence social change and empowering clients/client systems and populations at-risk. The course emphasizes assessment and intervention with client systems inclusive of their risk, protective factors and strengths in the context of the supports and demands of their environment.

**Course Competencies**

By the completion of this course, the students are expected to be able to demonstrate:

1. Communicate affirmation & respect for the diversity and strengths across and within various cultures/cultural backgrounds (i.e., race, ethnicity, class, gender, sexual orientation, gender identity, disability status, family structure, relational status, national origin, age and religion) as detailed in the NASW Code of Ethics and the International Federation of Social Work Code of Ethics. 1.1, 3.1 (content: definitions of culture and diversity; the dimensions, such as gender roles, family structure, social rules, that may vary within and across cultures/cultural backgrounds (e.g., race, ethnicity, gender, age, abilism, immigration status, sexual orientation, gender identity, religion, social and economic class).

2. Assess complex client systems from an ecological perspective for practice with individuals, small groups, families, and communities with an emphasis on diverse strengths, resources, natural support systems and using culturally affirming communication and available evidenced-based, culturally affirming assessment tools. 3.3, 3.4, 4.3 (content: skills and strategies for assessing clients/client systems, problems, issues, and organizations; culturally affirming communication and assessment; critical analysis of assessment tools for evidence-bases and culturally affirmative elements; assessing family dynamics, roles, and patterns; information technology to locate evidence-based assessment tools).

3. Evaluate the limitations and strengths of practice models and interventions and identify best practices appropriately in work with diverse client systems, families and small groups. 3.5, 4.1, 2.4 (content: generalist group work (i.e., group dynamics, processes, roles); intra-, inter- and inter-disciplinary teams; generalist
family-centered, strengths-based, evidence supported interventions; using information technological resources to identify evidence-based interventions; family configurations (e.g., single parent, step-, aging, GLBTQ) and issues (e.g., child maltreatment and abuse, mental and physical health, immigration/legal status, death and dying, disability(ies), poverty, violence); intra-, inter- and interdisciplinary teams).

4. Recognize, analyze, and tolerate ambiguity in resolving ethical dilemmas that arise in practice with individuals, families, groups, and communities. 1.2, 1.3 (content: NASW Code of Ethics, International Code of Ethics; ethical principles; professional values; analysis of ethical dilemmas; designing resolution strategies; utilizing supervision appropriately for analysis and resolution of ethical dilemmas).

5. Identify evidence-based prevention principles and approaches to wellbeing and social and economic justice across client systems. 2.3, 4.5, 3.3 (content: public health/risk and resilience framework (Fraser); EBP prevention models of practice; precautionary Principle (Public Health) and traditional scientific risk assessment methodologies; at-risk populations (e.g., HIV, suicide, community, and domestic violence, and substance abuse; using information technology to identify evidence-based principles and approaches).

6. Describe how advocacy and social change are applied to advance wellbeing, human rights, and social and economic justice in communities, and how and when to apply such generalist strategies across larger systems. 2.4, 2.2, 3.4 (content: models of community practice, planned social change, and empowerment (e.g., grassroots, neighborhood, and community organizing); generalist roles, strategies and tactics in organizing functional communities, community social and economic development, program development, community liaison, social planning, coalition building, political and social action; social movements and their core components for progressive change (i.e., social work roles, scope of concern, constituencies, target systems, desired outcomes).

7. Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds in order to advocate for basic human rights, including freedom, safety, privacy, adequate standard of living, health care and education. 3.4, 2.4 (content: information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives that lead toward advocacy for basic human rights).

8. Formulate a plan to further develop cultural competence in a commitment to lifelong professional learning and to using critical analysis to engage the client as informant for culturally affirming evidence-based practice. 3.5, 4.5 (content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American, religious, disability and/or GLBTQ ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality).
Course Assignments and Evaluation Plan

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class preparation &amp; participation</td>
<td>20%</td>
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<tr>
<td>Personal reflection (15 pts)</td>
<td>15%</td>
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<tr>
<td>Spirituality and religious diversity</td>
<td>10%</td>
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<tr>
<td>DisABILITY</td>
<td>10%</td>
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<tr>
<td>Case study activities (4 x 5 pts each)</td>
<td>20%</td>
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<tr>
<td>Group case study presentation and workshop</td>
<td>25%</td>
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<td><strong>Total</strong></td>
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**Writing Skills.** Over the course of the semester, you are expected to critique and improve some aspects of your writing skills (e.g., critical thinking, conceptualization, organization, sentence and phrasing structure, punctuation, spelling).

Submit all written assignments as Word documents on Bb; all are assessed through SafeAssign. Files MUST be correctly named (e.g., "LASTNAME FIRSTNAME ASSIGNMENTNAME.docx") and formatted or points may be taken off. Use APA format for spacing and margins. You MUST include a RUNNING HEAD that has your name, assignment name, and page numbers. References are not required unless specified, but can enhance your grade if they are relevant and not already included in the course outline (you may use resources in the Additional Online Resources and Readings at the end of the syllabus for this purpose). If you use references, use APA format.

**Students Are Expected to Attend Every Class.** Especially because much of the learning in this course is through active learning, you are expected to attend all class meetings. If you miss a class, you are still responsible for what you missed. It is essential that you notify me by e-mail (mrogge@utk.edu) in advance in a timely manner if circumstances interfere with your class attendance or the completion of course assignments. You are expected to participate regularly, actively, and constructively. We will as a group establish class ground rules and criteria for participation.

**Assignment: Class Preparation and Participation.** To make meaningful contributions to class discussions, it is essential that you read assigned articles, textbook chapters, watch videos and explore Internet resources prior to class. Communicating your thinking is an important component in developing your understanding of course content, and group work is a significant part of the processes we use. Thus, working and sharing experiences with other class members outside of class time is also strongly encouraged.

Class activities are designed to help you reflect upon important concepts, and involve you in class dialogue and deliberation and other activity to share views and debate ideas. Professionals participate constructively and actively in class, and use class time to build, in interaction with others in the class, sound generalist practice skills. These skills are basic to relationship building and communication with peers, supervisors, and others in community as well as with client/client systems.

Respect the ideas and thinking of other class participants by listening to their comments and constructively questioning their thinking and reasoning if you need clarification or want more information. Work cooperatively with others and fully contribute to the workload of each group in which you are a member.
You may bring your laptops to class to take notes and for other appropriate classroom work. It is not appropriate to surf the Internet, check your email, or use electronic devices for any non-class related activity while in class. The instructor reserves the right to disallow the use of laptops or other electronics in class if students use them inappropriately (e.g., instant messaging, typing emails, or web surfing). Participation points may be deducted or students asked to leave the classroom if laptops, phones or other electronic devices are used inappropriately. All phones must be silenced and put away during class. Text messaging is prohibited. If you have a special circumstance, talk to the instructor in advance. All mp4 players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head, and neck during class time.

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified so appropriate announcements may be made.

**Assignment: Personal Reflection on Critical Consciousness, Critical Genogram**

Each student will create a Critical Genogram and compose a related personal reflection (500-750 words, not including headings. See the course outline for due date). Your personal reflections are confidential. (CC: 1, 3, 4, 5, 8)

Review the “THINK, BELIEVE, FEEL” handout posted in Bb Course Materials. Clearly distinguish among your feelings, beliefs, and thoughts in your writing.

Study the Week 3 required readings (Kosutic, 2009; O’Neil 2015) on critical consciousness. Then, complete the three-step Critical Genogram Exercise (Kosutic, 2009, beginning on p.157) to create your own Critical Genogram. Include a clear copy of your Critical Genogram as the final page of your Word file for this assignment.

***Include your essay and genogram in one Word file, then submit on Bb***

Write a reflective essay that describes your critical understanding of critical consciousness as it applies in your own life and in your social work practice. Select, and integrate into your essay, some concepts or ideas from Kosutic et al. (2009) and O’Neil (2015) that you think are important. Finally, summarize your reactions to and learnings from creating your own Critical Genogram.

**Assignment: Exploring Spiritual and Religious Diversity in Social Work Practice**

This assignment addresses a aspect of diversity that can be an untapped source of support in social worker-client (i.e., individual, family, group, organization, community) relationships. As Dr. Ed Canda, leading social work scholar and his co-author stated:

“Attending to spirituality can help us put clients' challenges and goals within the context of their deepest meanings and highest aspirations…On a pragmatic level, by considering the religious and spiritual facts of clients' lives, we may identify strengths and resources that are important for coping, resilience, and optimal development” (Canda & Furman, 2010).
Each student will compose two short essays (500-750 words, not including headings) that demonstrate critical thinking and address aspects of selected chapters in Canda and Furman (2010) and a video. Feel free to agree or disagree with, challenge, or expand the arguments of the authors and speakers! The grading rubric for this assignment is on the Bb site under Spiritual and Religious Diversity Assignment. (CC: 1, 4, 5, 6, 7, 8)

***Include both parts of this assignment in one Word file, then submit on Bb***

A. **Essay 1 (5 points).** Read Canda & Furman Ch. 9 then choose EITHER Exercise 9.1 (“Ethical Decision Making…”, pp. 311-312) OR Exercise 9.2 (“Cultural and Political Issues…”, p. 312) and write an essay in response.

B. **Essay 2 (5 points).** Read Canda & Furman Ch. 10 and view “Pursuing Happiness” (at http://www.onbeing.org/blog/video-his-holiness-14th-dalai-lama-happiness-seyyed-hossein-nasr-bishop-jefferts-schori-and). Write an essay that describes your critical understanding of the concepts of happiness, forgiveness, and self-care in your own life and in your social work practice.

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Assignment: Exploring DisABILITY Diversity in Social Work Practice

Each student will compose two essays (500-750 words, not including headings) that demonstrate thoughtful, critical thinking and address chapters in Mackelprang & Salsgiver (2009) and an organizational source. Feel free to agree or disagree with, challenge, or expand the arguments of the authors! The grading rubric for this assignment is on the Bb site under DisABILITY Assignment. (CC: 1, 2, 3, 8)

***Include both essays in one Word file, then submit on Bb***

A. **Essay 1 (5 points).** Read Mackelprang & Salsgiver, Ch 4 and Ch. 13. Write an essay about disability culture and medical model assessment, using Discussion Question #1, Ch. 13, p. 415.

B. **Essay 2 (5 points).** Review the United Spinal Association’s material on *Disability Etiquette* (at www.unitedspinal.org/disability-etiquette) and read Mackelprang & Salsgiver, Ch. 14. Use this information to write an essay in response to Discussion Question #5 (“Using the four models presented…”) on p. 433.

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Assignment: Four Case Study Activity Papers (500-600 words each, not including headings. Please see the course outline for due dates).

In the second half of the semester, we will analyze five of the case studies listed in the course outline. During the weeks that you are NOT presenting a case study, you’ll submit a concise response to one designated activity for each of the other four case studies. Cases studies, designated activities, and due dates are listed in the course outline. (CC 1- 7).

I will not assign letter or percent scores to your case study reflections. As long as it’s clear to me that you are applying yourself seriously, at a graduate level of critical thinking and writing, you will receive the full five points for each reflection. You’ll have one
opportunity to rewrite one case study reflection; otherwise, you'll receive 0 points if a reflection does not meet these criteria.

**Assignment: Case Study Group Presentation/Workshop**

At the beginning of the semester, students will be assigned randomly to groups of 2-5 who will work together throughout the semester to analyze a complex, multi-level case study (see Dworkin, 2005). Depending on the number of students in the class, we'll have up to six groups. Students will integrate an ecological systems perspective in a critical thinking, critical consciousness, problem-focused learning approach to demonstrate mastery of the case study. Groups will integrate multi-level, evidenced-based, and culturally affirming assessment and intervention techniques and best practices into in-class presentations/workshops on the case studies. Each group will be assigned a day to present to the class. This in-class presentation/workshop should last no more than one hour. It should include information about the population(s), dynamics, and interventions central to the case; integrate an opportunity for class interaction; and provide a resource guide for class participants.

Additional guidance and grading criteria for this assignment is on the Blackboard site under Case Study (CC 1-7).

**Grading Scale**

The following grading scale will be used for final course grade.

- **A** (95-100) Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
- **B+** (90-94) Very Good – Student consistently meets and occasionally exceeds normal expectations for the course. Better than satisfactory performance.
- **B** (85-89) Good – Student consistently meets normal expectations for the course. Satisfactory performance.
- **C+** (80-84) Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course. Less than satisfactory performance.
- **C** (70-79) Poor – There is a lack of understanding of course content. Student does not meet course expectations. Performance well below the standard expected of graduate students.
- **D** (70-78) Clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
- **F** (< 69) Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met. Extremely unsatisfactory performance and cannot be used to satisfy degree requirements.

**Required Text:**

Recommended Texts:

(I highly recommend that you buy your own copy of the Canda and Furman text. We read a good number of chapters in it, and students have indicated this material to be a “keeper” with regard to future practice. Similarly, the Cade book is a very useful resource to have on hand.)


Additional Readings and Resources:

Required readings other than Dworkin (2005) and Canda and Furman (2010) are listed in the Course Outline below and are available in “Course Materials” on the SW538 Blackboard site. Additional readings may be assigned. Some required readings, case studies or videos might be changed over the course of the semester.

Familiarize yourself with these other useful resources:


Blackboard

This course uses many Blackboard features through Online@UT. Please be sure that the UTK email address listed for the course is your current one. If you would like additional help to navigate Blackboard, contact helpdesk@utk.edu or 974-9900.

Due dates are highlighted in the Course Outline.
Course Content Outline:

**Week 1 Jan 18**  NO CLASS – CELEBRATE DR. KING AND ASSOCIATES!

**Week 2 Jan 25 Welcome and Orientation: What Will We Do in SW538?**

**Special Note:** Welcome!

**Comment:** We’ll orient to class purpose, content and processes. We’ll review the syllabus, create in-class working agreements (“ground rules”) and begin to discuss key concepts which are integral to our course [e.g., ethics and values; critical consciousness, active, self-directed, lifelong, and problem based learning; generalist social work practice; ecological systems modeling; clients (individuals, families, groups, organizations, communities). We’ll also discuss how working in task groups is an essential and unavoidable activity for social workers. We’ll discuss basic and more specialized task group dynamics and techniques, consider the implications of groups with regard to culturally relevant practice, and discuss ways to integrate constructive task group work into our course activities and assignments.

**Homework to be completed BEFORE we meet this first week:**

1. Tour the Bb site and review the syllabus
2. Review Bb Course Materials references for Writing
3. **Required Readings and Sources:**

   - Ch. 11, Task Groups: Foundation Methods, pp. 332-364.
   - Ch. 12; Task Groups: Specialized Methods, pp. 365-396.

Examine these four short groupwork articles from the Asian Development Bank (2009). We’ll integrate them into our work over the course of the semester:

- “Working in Teams”
- “Asking Effective Questions”
- “Five Whys…”
- “Wearing Six Hats …”

4. **Mind Mapping:** To help transition from last semester to this spring, we’ll use the concept of “mind mapping”. SW538 builds especially on SW522. This exercise will refresh your recollection of your work in SW522 and help conceptualize the case studies that we’ll analyze. Complete the following steps:

   - Watch the short video on Tony Buzan and Mind Mapping at [http://www.youtube.com/watch?v=MlabrWv25gQ](http://www.youtube.com/watch?v=MlabrWv25gQ). (Buzan is largely credited with the development of mind maps, which are a variation of “concept” maps.
Of the many videos on mind mapping, you might find this one useful: Using a Mind Map to Organize Study Notes, retrieved at http://www.youtube.com/watch?v=4kj6DrkygyE&feature=related

- Create your own mind map of the key concepts that you learned in SW522 “Introduction to Social Work Practice” last semester. There is no one “correct” way; use your own good thinking and creativity to capture your learning.

**Bring a signed, hard copy of your mindmap to this class on Jan. 13. I will collect them**

**Week 3 Feb. 1 Dimensions of Diversity, Critical Consciousness and other Practice Tools**

**Comment:** We’ll orient to the concepts of critical consciousness, participatory democracy, groups, and dialogue and deliberation as practice tools

**Homework to be completed BEFORE we meet this week:**

1. **Required Readings and Sources:**


2. **Prepare for in-class video assessment and discussion:**

   - Familiarize yourself with the structure and content of the “Light in the Shadows Conversation Guide, Oakland, CA: World Trust (see Bb Course Materials)
   - Download and bring to class the three page Word file entitled, “Light in the Shadows Guide – Selected Excerpts” (see Bb Course Materials)
   - Take notes – and bring your notes to class -- on key points of information and on your own beliefs, feelings (emotional, intuitive), and thinking (logical, rationale, critical thinking) reactions.

   **We’ll watch all or part of the video in class:**


   **SUBMIT Critical Consciousness Reflection by NOON**
**Week 4 Feb. 8  Group Communication and Relationship Building Tools**

**Comment:** We’ll discuss popular education, dialogue and deliberation, and case study review as group practice tools to: 1) assess and plan for intervention with complex client systems, 2) critique practice models and interventions, 3) identify evidence-based prevention principles and approaches and 4) identify culturally appropriate best practices.

**Homework to be completed BEFORE we meet this week:**

1. **Required Readings and Sources:**


   - What Are Dialogue & Deliberation? at [http://ncdd.org/rc/what-are-dd](http://ncdd.org/rc/what-are-dd)
   - NCDD Quick Reference Glossary at [http://ncdd.org/rc/glossary](http://ncdd.org/rc/glossary)

**Week 5 Feb. 15 Who Tells the Stories? Power, Privilege, Culture, and Critical Perspectives**

**Special Note:** *Come prepared to critique and apply content from required readings.*

**Comment:** We turn to a critique of the role of power and privilege in institutionalized oppression and discrimination, social construction and social influences. We focus on the concepts of critical theory and white privilege as entry points to this critique.

**Homework:**

1. **Got Questions?** In preparation for next week’s special session on spirituality and religion, please take a few minutes to think about how religion and spirituality intersect with other dimensions of diversity. On separate index cards or other paper, write down two questions about such intersectionality that you would like to have discussed at the special session (we might not get to all questions, but will get to as many as possible). Bring your questions to class!

2. **Required Readings and Sources:**


### 3. Recommended Readings and Sources:


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**Week 6 Feb. 18** THURSDAY  Religion and Spirituality in Social Work Practice

*THIS IS A SPECIAL JOINT Session gathering together the students from the three SW538 classes, the MSSW Field Seminar, and potentially, members of the BSSW Global Diversity classes. THURSDAY, February 18, 8:30 a.m. – NOON p.m., location TBA*

We do NOT have class on Mon. February 22.

***Please confirm with your field instructors / supervisors as soon an possible***

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**Comment:** This week, in this joint session, we explore the breadth and depth of spirituality as a place of habitation, religion as expressions for some aspects of spirituality, and approaches for social workers to understand and work skillfully with this important dimension of diversity. We’ll discuss and challenge ourselves to address some difficult, essential questions, such as how might we recognize when people – including ourselves - operate from fear, and how we might move from a place of fear to a place of compassion and courage in our professional practice.

**Homework:**

1. **Required Readings and Sources:**

   
   Ch. 3, The Meaning of Spirituality, pp. 59-100.
   Ch. 9, Ethical Guidelines for Spiritually Sensitive and Culturally Appropriate Practice, pp. 286-313.
   Ch. 10, Spiritually Oriented Transformational Practice, pp. 314-359.

2. **Recommended Reading and Sources:**

   **Video:** *Beyond Our Differences* (2008), Peter Bezanz (see also [http://www.beyondourdifferences.com/index.html](http://www.beyondourdifferences.com/index.html))

Ch. 5, Religious Perspectives on Social Service and their Insights for Social Work Practice, pp. 143-184.
Ch. 6, Nonsectarian Spiritual Perspectives, Comparisons, and Implications for Cooperation, pp. 185-212.
Ch. 7, Creating a Spiritually Sensitive Context for Practice, pp. 213-243.
Appendix A, Discussion Guide for Detailed Spiritual Assessment, 379-385

**Websites:**

**SUBMIT** Spirituality and Religion Assignment by NOON.

**Week 7 Feb. 29**  Sexual Orientation, Gender Identity, Gender Expression, Compassion, and Courage

**Comment:** This week, following a debriefing of last week’s special session, we advance our understanding of intersectionality as we add sexual orientation, gender identity, gender, and gender expression to the discussion of spirituality and religion. We'll critique the documentary “For the Bible Tells Me So” and review core information with regard to those of us in our community who are lesbian, gay, bisexual, transgender, intersex, queer, questioning, asexual, pansexual, allies.

**Homework :**

1. **Watch Video:** *For the Bible Tells Me So* (2007). (see also http://www.forthebibletellsmeso.org/resources.htm).

   Take notes as you watch and bring a 1-2 page outline of your main reactions, learnings, and discussion points to class!

2. **Required Readings and Sources:**


OUTstanding Conference at UTK at http://outstandingseminar.wordpress.com/

**Week 8 Mar. 7  DisABILITY, Diversity, Social Construction, and In-Class Case Study Group Work**

We discuss perspectives, issues, and concerns related to disABILITY (e.g., culture, mobility, deafness and hearing impairments, visual, developmental, mental health, cognitive, health-related) from different perspectives, including how advocacy and social change efforts have led to policy changes and practice at the individual, family and community levels. We’ll then use the second portion of class for you to meet in groups and work on your group presentation/workshops.

Homework:

1. **Required Readings and Sources:**

   - Ch. 4, Disability Culture, pp. 109 – 132.
   - Ch. 13, Assessment in Practice, pp. 391 – 421.
   - Ch. 14, Models of Practice, pp. 422 – 435.


   **SUBMIT DisABILITY Assignment by NOON**

**Week 9 Mar. 14 SPRING BREAK!**

**Week 10 Mar. 21 Case Study Presentations/Workshops**

Group 2 will present and lead discussion on the following case study:

1. Read Case 2-5 in Dworkin, Case study: 2-5 *The impact of agency policy on intervention with a family affected by ADHD/ODD* (pp. 29-32).
2. If you are not presenting, write a reflection on Activity 1.b.
Week 11 Mar. 28  Case Study Presentations/Workshops

Special Note: Today, we'll have presentations from both Groups 3 and 4!

FIRST,

Group 3 will present and lead discussion on ONE of the following case studies:

1. Read Case study: 3-2 Outreach to Homeless Youth at Risk (pp. 37 – 39).
2. If you are not presenting, write a reflection on Activity 3.
3. Read article(s) posted on Blackboard under course materials.

OR
3. Read Case study: 3-3 Response to School Violence: A Community-Based Approach (pp. 40-41).
4. If you are not presenting, write a reflection on Activity 2.
4. Read article(s) posted on Blackboard under course materials.

AND THEN,

Group 4 will present and lead discussion on the following case study:

1. 4-3 STOP: A Community-Based Program to Reduce Jail Recidivism Among the Mentally Ill (pp. 52-55).
2. If you are not presenting, write a reflection on Activity 6.
3. Read article(s) posted on Blackboard under course materials.

Week 12 Apr. 4 Case Study Presentations/Workshops

Group 5 will present and lead discussion on ONE of the following case studies:

1. Read Case Study: 5-1 A Bosnian family’s Struggle with Serious Mental Illness (pp. 57 - 60).
2. If you are not presenting, write a reflection on Activity 5.
3. Read article(s) on immigration under Blackboard course materials.

OR

1. Read Case Study: 5-3 Interventions with recent Hmong immigrants (pp. 65-67).
2. If you are not presenting, write a reflection on Activity 2.
3. Read article(s) on immigration under Blackboard course materials.
**Week 13 Apr. 11 Case Study Presentations/Workshops**

Group 6 will present and lead discussion on ONE of the following case studies:

1. Read Case study: 6-1 *Dealing with end-stage illness: Cultural issues and the interdisciplinary team* (pp. 69-71).
2. If you are not presenting, write reflection on Activity 5.

1. Read article(s) on health-illness under course materials in Blackboard

OR

1. Read Case Study 6-3 *Northeast Valley: A Latino Community Overcoming Vulnerability* (pp.75-78).
2. If you are not presenting, write a reflection on Activity 1.
4. Read article(s) posted on Blackboard under course materials.

**Week 14 Apr. 18 FINAL NOTES: Workplace Diversity and Bullying (NOT), Human Rights and the Global Agenda, and Social Work Licensing**

After debriefing about your DisABILITY assignment, we’ll take this final week before spring break to touch briefly on aspects of workplace diversity and human rights, connections with the Global Social Development Agenda, and watch a half hour video on workplace bullying. We’ll then use the rest of class time to work in your case study groups.

**Homework:**

1. **Required Readings and Sources:**

   Ch. 2, Diversity Legislation in a Global Perspective, pp. 16-58.
   Ch. 10, Diversity Management: Paradigms, Rationale, and Key Elements.


**WEEK 15 Apr. 25 Course Evaluations and Wrap-up!**
Additional Online Resources

Center on Race and Social Problems, University of Pittsburgh School of Social Work, at http://www.crsp.pitt.edu/


Information for Practice, retrieved December 10, 2015, from http://blogs.nyu.edu/socialwork/ip/


Additional Readings


Health & Social Work, 28, 241-246.


